DOCUMENT RESUME

ED 478 387 SP 041 649

AUTHOR	Jamentz, Kate
TITLE	The Instructional Demands of Standards-Based Reform.
INSTITUTION	American Federation of Teachers, Washington, DC.
PUB DATE	2003-05-00
NOTE	16p.
AVAILABLE FROM	American Federation of Teachers, AFL-CIO, 555 New Jersey Avenue, N.W., Washington, DC 20001. Tel: 202-879-4400; Web site: http://www.aft.org. For full text: http://www.aft.org/edissues/downloads/InstructionalDemands.pdf.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	*Academic Achievement; *Academic Standards; *Educational Change; Educational Quality ; Elementary Secondary Education; Feedback; Performance Based Assessment; Planning; Public Schools
IDENTIFIERS	*Reform Efforts

ABSTRACT

This booklet focuses on the impact of standards based reform in the public school classroom. It explains that the recent standards movement was born of the realization that, despite the fact that public schools open their doors to everyone, what students experience there varies greatly. It also notes that in a system that expects only some students to achieve at high levels, it is easy to predict who those students will be. Over and over, it has been shown that poor students and students of color have been systematically denied educational opportunities available to their middle class, white peers. The booklet explains: Goals of Standards-Based Reform; Key Differences between Standards-Based and Traditional Instructional Planning; Planning Backwards from Demonstrations of Achievement; Teaching While Thinking about the End; the Demands of Standards-Based Instruction; Judging Performance and Giving Feedback; Planning and "Re-Teaching"; and the Need for Schools to Change to Support Student and Teacher Learning. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.